

**Texas Education Agency
Standard Application System (SAS)**

2014-2016 Technology Lending Program Grant

Program authority:	General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; TEC, Chapter 31, Section 31.021(f) and Chapter 32	FOR TEA USE ONLY Write NOGA ID here: <div style="border: 1px solid black; padding: 5px; transform: rotate(-90deg); transform-origin: center;"> Received Texas Education Agency 2014 MAY -9 PM 12:07 Document Control Center </div>
Grant period:	October 1, 2014, to August 31, 2016	
Application deadline:	5:00 p.m. Central Time, May 13, 2014	Place date stamp here.
Submittal information:	Four complete copies of the application, three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: <div style="text-align: center;"> Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494 </div>	
Contact information:	Kathy Ferguson: techlending@tea.state.tx.us; (512) 463-9400	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Campus name/#	Amendment #
Calallen Independent School District	178903	East Elem. 178903104; Wood River El. 178903105 Magee Elem. 178903103	
Vendor ID #	ESC Region #	US Congressional District #	DUNS #
74-6000464	2	TX-27	078492675
Mailing address	City	State	ZIP Code
4205 Wildcat Dr.	Corpus Christi	TX	78410-5108

Primary Contact

First name	M.I.	Last name	Title
Arturo		Almendarez	Superintendent
Telephone #	Email address		FAX #
361- 242-5600	almendarez@calallen.org		361-242-5614

Secondary Contact


First name	M.I.	Last name	Title
Anita		Danaher	Assistant Superintendent
Telephone #	Email address		FAX #
361- 242-5600	adanaher@calallen.org		361-242-5614

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Arturo		Almendarez	Superintendent
Telephone #	Email address		FAX #
361- 242-5600	almendarez@calallen.org		361-242-5614
Signature (blue ink preferred)		Date signed	


Only the legally responsible party may sign this application.

701-14-107-051

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant assures that funds provided under the Instructional Materials Allotment (IMA) or other funding are insufficient to purchase enough lending technology for every student who needs dedicated access to a device.
4.	The applicant assures that it will provide access to lending technology and residential access to the Internet for students, including economically disadvantaged students and students with disabilities, who do not already have either the needed equipment or Internet service for learning at home.
5.	The applicant understands that equipment purchased with Technology Lending Program Grant funds is the property of the district or charter school.
6.	The applicant assures that infrastructure and technical support are adequate to support students' use of loaned equipment provided through the grant at its participating campus(es).
7.	The applicant assures that it will provide adequate staff to administer the program and ensure successful implementation.
8.	The applicant assures that it will account for the technology lending equipment in accordance with district policy for accounting for such equipment, including providing insurance when insurance is typically provided for such equipment. The applicant understands that the grant funds cannot be used to replace lost, stolen, or damaged equipment.
9.	The applicant assures that it will obtain a Technology Lending Agreement signed by the parents/guardian of each participating student and by the student participating in the program, including an assurance of student's mastery of the grade-appropriate Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills.
10.	The applicant assures that it has an approved 2013-2014 district technology plan on file with TEA. The applicant understands that if an approved 2013-2014 district technology plan is not on file with TEA at the time the application is submitted to TEA on the application due date, the application is not eligible to be funded.
11.	The applicants assures that it is at Developing or higher Level of Progress in Teaching and Learning and in Educator Preparation in their Texas Campus School Technology and Readiness (STaR Chart) report for the 2012-2013 school year.
11.	The applicant assures that technology lending and use of electronic instructional materials are incorporated into school district or open-enrollment charter school's technology plan.
12.	The applicant assures that appropriate professional development has already been provided for teachers in the use of digital content or that appropriate professional development will be provided within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation.
13.	The applicant assures that a minimum of 50% of the funds awarded will be spent within the first four months of the grant period (i.e., October 1, 2014-February 1, 2015), and that 100% of the funds will be expended no later than the end of the 1 st year of the grant period (i.e. August 31, 2015) to ensure full program implementation through August 31, 2016.
14.	The applicant agrees to collect and report the data for the performance measures stated in the Program Guidelines under Program Evaluation. The applicant assures it will develop appropriate systems and processes to collect and report the required data.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Overview: The community of Calallen is on the Nueces River in the north central Nueces County. It is approximately 16 miles from Corpus Christi, Texas. The Calallen Independent School District (CISD) serves approximately 4000 students on three elementary and two secondary campuses. Our district is committed to offering CISD students a quality educational environment with the highest levels of academic success. A well-planned instructional program gives students from all cultural, economic and educational backgrounds opportunities to achieve their full potential. District goals over the next three years are focused on creating technology infused learning environments to prepare students for success in an on-demand, technology-dependent world. To explore technology enabled learning, the district is currently piloting a 1:1 computing initiative in a 4th grade Mathematics classroom at Magee Elementary. Students in the classroom use a Kuno tablet to access class content, use online calculators, respond to class questions, play math games, and collaborate with peers. When asked about the impact of the personal computers on learning and achievement, the classroom teacher stated that problem solving has become a classroom discussion with students using all of the tools of the tablet and the Internet to research, calculate, and respond. A Technology Lending Program award would enable our district to expand this project into an additional classroom at Magee Elementary, and into six additional classrooms in Calallen Middle School. The project will target improvement of academic achievement in the targeted subject areas of Math, English Language Arts/Writing, and Technology Applications. To provide equitable access to educational resources for economically disadvantaged learners, the project will also provide residential Internet service to students with no Internet access at home. Through the TLP, 4th – 7th grade students will use personal technologies and the Internet to understand, apply, and evaluate content at much higher levels preparing them for success in high school, college, and a career. **Demographics:** Calallen ISD (CISD) serves predominantly Hispanic (55%), White (41%), and African American (2%) and Asian (2%) learners. The 2012 Texas Education Agency district AEIS data indicates 42.6% of the 3940 students in the district are classified as economically disadvantaged, 2% of students are English Language Learners, 10% are eligible for Special Education services, and 33.2% are at-risk of graduating from high school. **Needs Assessment:** During the spring of each school year, the Calallen ISD District Improvement Team (DIT) works with Education Service Center Region 2 to conduct a comprehensive needs assessment. Data from the needs assessment and information from a review of school and classroom practices is used to develop the District Improvement Plan (DIP). The 2013 Texas Academic Performance Report indicates 86% of students in the district met Phase 1 Level II proficiency standards on the STAAR assessment in all subjects tested. Passing rates were lowest on the Writing (76%) and Math (84%) sections of the test. Grade level 7 reported the lowest scores in the district in both subject areas. The campus that serves this grade level is Calallen Middle School. To positively impact student learning and achievement and improve STAAR scores in both subject areas, the Calallen ISD Technology Lending Program (TLP) proposes to place Kuno tablets with Internet access in 4th through 7th grade classrooms. **Grant Management:** The grant will be directed by the Calallen ISD TLP Planning Committee consisting of the Superintendent, Assistant Superintendent, Director of Technology, Technology Integration Specialists K-12, Campus Technology Integrators, Director of Finance, campus principals, community members, and students. A matrix will be created by the team to provide a framework of TLP goals, objectives, critical success factors, and milestones and to outline the action steps that the district will take to get there. The matrix will include committee meetings, hardware purchases, lending device check-out and check-in, policy development and submission to the board, professional development workshops, assessment dates, and data collection deadlines. At the campus level, the Campus Improvement Team (CIT) will work with the TLP Planning Committee to monitor technology use and integration. Team members will use the matrix to monitor project management. Project objectives and timelines will be adjusted to address concerns as appropriate. **Program Evaluation:** The impact of the TLP on technology access and student achievement will be reviewed by the District Improvement Team at annual meetings. When reviewing technology access, the team will determine the number of students receiving dedicated access to personal technology devices, the number of students with residential access, the type of technical support provided, and the number and type of lending policies and procedures created. The evaluation will also measure the effect of the grant program on teaching and learning including teacher STAAR scores and student STAAR scores. Grant data will be collected by the Technology Integration Specialists K-12 and reported to the TLP Planning Committee. Evaluation will be conducted by the team based on meeting performance indicators and milestones for each Technology Lending Program critical success factor. Three evaluation reports and one final evaluation report will be submitted to TEA during the project period. **Statutory Requirements:** The CISD application accurately answers all statutory requirements including: (1) In 2012, CISD conducted a pilot project in a 4th grade math classroom to determine if access to electronic tools and resources would positively impact student

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

learning and achievement in math. Based on the positive results, the district will adopt digital math textbooks in spring 2014 and provide personal computers to additional students through the use of existing mobile labs at each campus, the Bring Your Own Device (BYOD) program, and the proposed TLP grant program; (2) CISD purchases Kuno and iPad tablets to lend students using all available funding sources including Instructional Materials Allotment, State Compensatory Education, and Title funds. TLP grant funds would provide an additional 7 sets of Kuno tablets to extend the CISD lending program. **TEA Requirements:** The CISD application answers all TEA requirements: (1) The Technology Lending Program aligns with the mission of the district. The mission of the Calallen Independent School District is to prepare citizens to acquire knowledge, communicate effectively, make responsible decisions, and adapt to the challenges of an ever-changing society by utilizing a positive school climate, parent and community involvement, sound management practices, and a well-trained staff dedicated to comprehensive curriculum and committed to measurable academic progress. Kuno tablets provided through the TLP will capitalize on the students' affinity for technology to increase engagement in activities and lessons. Students, families, and educators will improve technological and content area skills as they investigate, create, and share information together with the goal of improving student success and achievement. (2) To determine the highest priority campuses for the technology lending initiative, the Technology Planning Committee reviewed CISD District Improvement Plan data and goals. The content areas of Math and Writing for grade levels 4-7 were targeted for school improvement. To determine the number of students without access to a personal technology device and the number of students without Internet access at home, a home survey was conducted. This information will be used to create a ranked list of 4th through 7th grade students who have no Internet access at home, are eligible for the lunch program, and are at risk not meeting standards on STAAR Math and/or ELA/Writing. (3) The lending program aligns with current curriculum, instruction, and classroom management policies on the Magee Elementary and Calallen Middle School campuses. Each school integrates Technology Applications TEKS into foundational subject area classes. Each campus also lists technology applications that support subject area TEKS in curriculum documents and requires teachers to document these TEKS in lesson plans. The Calallen Parent/Guardian Tablet Policy outlines procedures and policies for computer loans. The handbook will be updated to meet TLP requirements. (4) Digital textbooks, math and writing applications, student response systems, and learning programs in gaming formats will be accessed through the Kuno using school and home Internet connectivity. (5) In the past 3 years, CISD has provided professional development for teachers in the integration of personal technologies and electronic instructional materials. The Technology Integration Specialists K-12 work with teachers at each campus to use data to determine student needs, identify appropriate electronic programs to increase mastery of content, and use electronic reports to monitor progress. During the grant period, the district will support the TLP with training at no cost to the grant program. (6) The CISD Wide Area Network includes wireless access points in all classrooms, content filters, and dedicated servers to support students' use of personal devices. The CISD Wide Area Network provides access to electronic productivity tools, programs, and resources. (7) Internet access will be available to students in their home through Internet service plans paid by the district to a local Internet Service Provider, AT&T. (8) The Director of Technology will purchase computers, install appropriate software, and conduct remote maintenance for tablets. Technology Integration Specialists K-12 and Campus Technology Integrators will provide support for teachers and students in accessing electronic learning programs and online resources. AT&T will provide online and phone support for families in use of residential Internet services. (9) The CISD check-out process will be implemented using the library circulation system. The system will keep track of checkout, maintenance, replacement, and repair. The campus librarian will oversee checkout with help from the Technology Integration Specialists. The Technology Director will oversee maintenance of the devices by purchasing a 3 year warranty and remote management software. The procedures for repair and replacement will be outlined in the Terms of Use section of the CISD Parent/Guardian Laptop Policy. (10) Devices will be added to the district insurance policy and will be accounted for according to CISD adopted Texas Association of School Board policies. (11) The CISD Tablet Policy outlines the responsibilities of each party during the lending period. The handbook will be updated to meet all requirements of the TLP. Lending agreements will be signed by parents and the student. **Conclusion:** Goals of the CISD District Improvement Plan and Technology Plan focus on increasing the ratio of computers to students in classrooms to engage students in learning and ultimately improve student technology skills and academic achievement. The Calallen ISD TLP plan is built on these goals. Through the grant program, students will be provided personal technologies and residential Internet service to access digital content and resources anywhere and at any time. The program will be instrumental in aligning technology policies, electronic resources, integration strategies, and technical support to improve teaching and learning.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178903	Amendment # (for amendments only):
Program authority: General Appropriations Act, Article III, Rider 8, 83rd Texas Legislature; Texas Education Code, Chapter 31, Section 31.021(f) and Chapter 32	
Grant period: October 1, 2014, to August 31, 2016	Fund code: 410

Budget Summary

Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	
Schedule #8	Professional and Contracted Services (6200)	6200	\$13,005	\$	\$13,005	
Schedule #9	Supplies and Materials (6300)	6300	\$	\$	\$	
Schedule #10	Other Operating Costs (6400)	6400	\$	\$	\$	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$86,944	\$	\$86,944	
Total direct costs:			\$	\$	\$	
Percentage% indirect costs (see note):			N/A	\$	\$	
Grand total of budgeted costs (add all entries in each column):			\$99,949	\$	\$99,949	

Administrative Cost Calculation

Enter the total grant amount requested:	\$99,949
Percentage limit on administrative costs established for the program (15%):	× .15
Multiply and round down to the nearest whole dollar. Enter the result.	
This is the maximum amount allowable for administrative costs, including indirect costs:	\$14,922

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$
62XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply: <input type="checkbox"/> Salaries/benefits <input type="checkbox"/> Other: <input type="checkbox"/> Networking (LAN) <input type="checkbox"/> Other: <input type="checkbox"/> Computer/office equipment lease <input type="checkbox"/> Other: <input type="checkbox"/> Building use <input type="checkbox"/> Other: <input type="checkbox"/> Copier/duplication services <input type="checkbox"/> Other: <input type="checkbox"/> Telephone <input type="checkbox"/> Other: <input type="checkbox"/> Administrative <input type="checkbox"/> Other:	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted
1		<input type="checkbox"/>	\$
2		<input type="checkbox"/>	\$
3		<input type="checkbox"/>	\$
4		<input type="checkbox"/>	\$
5		<input type="checkbox"/>	\$
6		<input type="checkbox"/>	\$
7		<input type="checkbox"/>	\$
8		<input type="checkbox"/>	\$
9		<input type="checkbox"/>	\$
10		<input type="checkbox"/>	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:			\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: AT&T 4G LTE Residential Internet Service		<input type="checkbox"/> Yes, this is a subgrant
Describe topic/purpose/service: Residential Internet Service Plans for 36 students, \$289/plan.		
Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
1	Contractor's payroll costs # of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services – contracted ISP plan	\$13,005
	Contractor's supplies and materials	\$
	Contractor's other operating costs	\$
	Contractor's capital outlay (allowable for subgrants only)	\$
Total budget:		\$13,005

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	

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Schedule #8—Professional and Contracted Services (6200)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted
	Contractor's payroll costs	# of positions:	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$
	Contractor's supplies and materials		\$
	Contractor's other operating costs		\$
	Contractor's capital outlay (allowable for subgrants only)		\$
Total budget:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$13,005	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	
(Sum of lines a, b, c, and d) Grand total		\$13,005	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 178903					Amendment number (for amendments only):	
Expense Item Description						
63XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be completed by ESC only when ESC is the applicant. Check all that apply:					Grant Amount Budgeted
	<input type="checkbox"/> Print shop fees	<input type="checkbox"/> Technology-related supplies			\$	
	<input type="checkbox"/> Postage	<input type="checkbox"/> Other:				
	<input type="checkbox"/> Copy paper	<input type="checkbox"/> Other:				
Technology Hardware—Not Capitalized						
6399	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted
	1				\$	\$
	2				\$	
	3				\$	
	4				\$	
	5				\$	
6399	Technology software—Not capitalized					\$
6399	Supplies and materials associated with advisory council or committee					\$
Subtotal supplies and materials requiring specific approval:					\$	
Remaining 6300—Supplies and materials that do not require specific approval:					\$	
Grand total:					\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

Expense Item Description		Grant Amount Budgeted
64XX	ESC charges as per approved cost allocation plan, such as internal service fund. To be used by ESC when ESC is the applicant. Check all that apply: <input type="checkbox"/> ESC-owned vehicle usage <input type="checkbox"/> Other: <input type="checkbox"/> Insurance <input type="checkbox"/> Other:	\$
6411	Out-of-state travel for employees (includes registration fees) Specify purpose:	\$
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations. Specify purpose:	\$
6413	Stipends for non-employees (specific approval required only for nonprofit organizations) Specify purpose:	\$
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations Specify purpose:	\$
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees Specify purpose:	\$
6429	Actual losses that could have been covered by permissible insurance	\$
6490	Indemnification compensation for loss or damage	\$
6490	Advisory council/committee travel or other expenses	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants) Specify name and purpose of organization:	\$
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations) Specify purpose:	\$
Subtotal other operating costs requiring specific approval:		\$
Remaining 6400—Other operating costs that do not require specific approval:		\$
Grand total:		\$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 178903

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669/15XX—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	\$
66XX/15XX—Technology hardware, capitalized				
2	Kuno tablet bundle	176	\$494	\$86,944
3			\$	\$
4			\$	\$
5			\$	\$
6			\$	\$
7			\$	\$
8			\$	\$
9			\$	\$
10			\$	\$
11			\$	\$
66XX/15XX—Technology software, capitalized				
12			\$	\$
13			\$	\$
14			\$	\$
15			\$	\$
16			\$	\$
17			\$	\$
18			\$	\$
66XX/15XX—Equipment, furniture, or vehicles				
19			\$	\$
20			\$	\$
21			\$	\$
22			\$	\$
23			\$	\$
24			\$	\$
25			\$	\$
26			\$	\$
27			\$	\$
28			\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life				
29				\$
Grand total:				\$86,944

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			3940	
Category	Number	Percentage	Category	Percentage
African American	1	N/A	Attendance rate	95.9%
Hispanic	97	N/A	Annual dropout rate (Gr 9-12)	0.8%
White	77	N/A	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	N/A
Asian	1	N/A	TAKS commended 2011 performance, all tests (sum of all grades tested)	N/A
Economically disadvantaged	77	43.9%	Students taking the ACT and/or SAT	N/A
Limited English proficient (LEP)	6	3.3%	Average SAT score (number value, not a percentage)	N/A
Disciplinary placements	4	2.4%	Average ACT score (number value, not a percentage)	N/A

Comments

CISD achieved a "Recognized District" rating from the Texas Education Agency Accountability Rating System for eight consecutive years (1996 - 2003) and was once again a "Recognized District" for the 2007, 2009, 2010, 2011, and 2012 school year. Our district is proud of the success of all subpopulations of learners. However, Texas Academic Performance Reports indicate achievement gaps between economically disadvantaged learners and the general student population. The data above shows 43% of learners in campuses participating in the grant program are classified as economically disadvantaged. Providing a personal computer with residential Internet access will empower students from all cultural, economic and educational backgrounds opportunities to achieve their full potential.

Part 2: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public						44	44	44	44						176
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:						44	44	44	44						176

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Five Calallen Independent School District (CISD) campuses serve 3940 students. The district Technology Planning Committee conducted a needs assessment to determine the campuses, subject areas, and grade levels based on participate in the Technology Lending Program (TLP).

Campus Eligibility: The grant program has eligibility requirements that include: the district must have an approved 2013-2014 district technology plan on file with TEA at the time the applications is submitted; the participating campus must have at least 40% economically disadvantaged students; and participating campus must have a Developing or higher Level of Progress in their Texas Campus School Technology and Readiness (STaR Chart) for the 2012-2013 school year in Teaching and Learning and Educator Preparation. CISD eligibility information is shown in the chart below:

2011-12 Academic Excellence Indicator System (AEIS) Campus Reports Data					
Campus	Students	Grades	CISD Tech Plan	Econ Disadv.	STaR Chart
Calallen East Elementary	558	PK -3	YES	65.8%	YES
Wood River Elementary	668	ECE-3		46.0%	YES
Magee Elementary	565	4-5		44.1%	YES
Calallen Middle School	947	6-8		41.1%	YES
Calallen High School	1200	9-12		30.7%	YES

The review of eligibility data reveals four Calallen campuses are eligible for participation in TLP: Calallen East Elementary, Wood River Elementary, Magee Elementary, and Calallen Middle School. The goal of the project is to ensure that students have dedicated access to a personal technology device to improve student engagement in learning and academic achievement. This school year, at Magee Elementary, a 4th grade math teacher conducted a 1:1 computing pilot with Kuno tablets. The pilot provided a personal device to students in one math class 24 hours a day, 7 days a week. Math scores and technology skills improved significantly. The Planning Team would like to leverage the expertise of the successful pilot to extend the 1:1 program at Magee Elementary and establish a lending program at the Calallen Middle School campus. **Subject areas & Grade Levels Targeted:** Analyzing student performance is critical in determining how grant funds will benefit CISD students. An overview of the most recent STAAR results is shown below:

Calallen ISD 2012-13 Campus Performance – STAAR and STAAR End-of-Course Scores						
	Grade	ELA	Math	Science	Social Studies	Writing
Magee Elementary	4th	82%	85%			87%
	5th	90%	85%	86%		
Calallen Middle School	6th	81%	82%			
	7th	85%	78%			85%
	8th	88%	91%	89%		

The data indicates a high percentage of Calallen ISD students meet state standards in each subject area at each grade level tested. The planning team met with vertical teams of teachers in each core content area to determine the subject areas with the most need for a lending program. Based on data analysis and educator feedback, the team concluded: (a) The subject areas of Math and Writing should be targeted for the TLP Grant. STAAR assesses knowledge and skills at a greater depth and level of cognitive complexity. Personal computers will empower students to investigate concepts and develop critical thinking abilities to master Math and Writing TEKS in English Language Arts and Mathematics classrooms; (b) The TLP should be implemented in 4th -7th grade levels. These grades provide the foundation for rigorous high school courses; and (c) economically disadvantaged learners score lower on state assessments than any student subpopulation in the district. The original pilot should be expanded to provide residential access to students who have no Internet service at home. The team recommended implementing residential Internet service in the pilot classroom in year 1 and extending the service to all TLP participants who do not have Internet service at home in year 2. **Technology Lending:** Our district goal is that each learner will have access to a personal computer by 2016. The CISD is purchasing iPads and Kunos, has implemented a Bring Your Own Device policy, and has upgraded the wireless network system and increased bandwidth to support use of additional wireless devices. The TLP will empower our district to study the effects of personal computers and Internet access on learning and achievement in targeted campuses, subjects, and grade levels to make data based decisions for expanding our vision.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Demographic data indicates CISD serves a diverse student population. 55% of all students are Hispanic, 41% White, and 42.6% economically disadvantaged. The student population with the lowest passing rate on STAAR is economically disadvantaged learners. These student groups report the lowest percentages of meeting state standards in Math and Writing in 7 th grade. There is a need to improve student achievement through the use of personal technology.	Calallen ISD will purchase Kuno tablets through grant funds. The personal tablets will be loaned to students enrolled targeted classrooms in grade levels 4-7. District licenses for educational programs, Internet service, and remote management will be loaded on the devices. Students will check out the devices in October of 2014 and will have 24 hour, 7 days a week use of the computer. Data will be monitored to determine if 1:1 computer use is effective in improving academic achievement.
2.	Analysis of Texas Academic Performance Report data shows the student population with the lowest passing rate on STAAR in CISD is economically disadvantaged learners. Research indicates students from low income households do not have access to educational resources and opportunities that are essential to academic success in school. There is a need to provide residential Internet service to these students to give all learners equitable access to instructional materials at school and at home.	Through the TLP, the 1:1 computing pilot conducted in a math classroom in Magee Elementary will be expanded to provide residential Internet service to students who do not have Internet access at home. Calallen ISD will contract with AT&T to provide the service plan for the project period. The Kuno tablet will be equipped with a MiFi device to provide a hotspot of service for the students anywhere AT&T phone service is available. Data will be monitored to determine if residential service is effective in improving academic achievement.
3.	The TLP is aligned to goals for district curriculum and instruction, student achievement, school governance, and professional learning. There is a need to use critical success factors, milestones, and performance data from the grant to review and revise curriculum documents, instructional best practices, and classroom assessment practices.	The eight teachers participating in the project will include objectives, technology integration activities, and assessment tools and practices in their weekly lesson plans. As part of the TLP Planning Committee, the teachers will review student data to determine effective components of curriculum, instruction, and assessment. The team will develop a framework of proven curriculum resources, instructional best practices, and assessment tools to be included in district curriculum and instruction documents to promote and sustain the project.
4.	In Calallen ISD, the number of economically disadvantaged learners increases each year. These learners and their families often do not have access to the educational opportunities and experiences that lead to success in school. There is a need to provide training and support to enable students, parents, and teachers to use personal computers to explore, evaluate and use digital information.	The TLP will target 8 classrooms to create student-centered 1:1 environments where learners can reach beyond the classroom walls for information, expertise, and resources at anytime and from anywhere. Access and use of educational resources and applications will be the focus of training including TLP Orientation Meetings, TLP Technology Training, and AT&T phone and web support for residential service. Educators will have access to campus based coaching, Tech Talk lunches, and online Project Share training on integration of digital resources.
5.	In 2012, tablet policies were created for the CISD 1:1 Computing Pilot. If the TLP is awarded, the district will purchase personal computers for 7 additional classrooms in grades 4-7. There is a need to revise the existing policy manual and tablet lending agreement to a district-wide document that includes check-out procedures, terms of use, acceptable use, and verification of student mastery of Tech Application TEKS.	Implementation of the program will provide students with dedicated access to a personal technology device at school and home. The Calallen ISD Tablet Policy will be revised to include requirements of the TLP such as Acceptable Use, Terms of Use, and mastery of grade level Technology Application TEKS. The Parent/Guardian Tablet Agreement will also be revised. The handbook and agreement will be aligned to CISD School Board policy and will be approved by the Board of Trustees.

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Schedule #14—Management Plan

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Assistant Superintendent	The Project Director is a certified Texas administrator who oversees the planning, implementation, and evaluation of curriculum and instruction initiatives in the district. The administrator has experience in grant management including Vision 2020 & Target Tech in Texas.
2.	Director of Technology	The Director of Technology has experience in the management of voice, computer, video surveillance, and network operations and has been instrumental in the success of the 1:1 pilot. The full time administrator will oversee device purchase, software installation, and maintenance.
3.	Technology Integration Specialist K-12	Educators with excellent content knowledge, technology skills, and presentation abilities serve as campus Tech Integration Specialists K-12. The specialist will serve on TLP Planning Committee and be instrumental in identification of resources and best practices and coordinating training.
4.	District Technology Integration Specialists	Two full-time educators serve as District Technology Integration Specialists. The educators will support campus teachers participating in the TLP to implement a successful 1:1 program. Both educators have many years of experience and training in technology use and integration as well as successful experience in working with at-risk learners.
5.	ESC Consultant	TLP staff will work with consultants from ESC Region 2 who are experts in the development of lending programs. The educators will use existing documents from other districts to expand the documents developed for the pilot into procedures and policies that can be used district-wide.

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improve student achievement through the use of personal technology	1. Purchase Kuno personal devices	10/01/2014	10/10/2014
		2. Purchase warranty and insurance	10/01/2014	10/10/2014
		3. Upload district productivity and learning applications	10/13/2014	10/17/2014
		4. Lend to families after mandatory orientation meeting	11/03/2014	11/14/2014
		5. Oversee technology use, repair and replace devices	11/03/2014	8/31/2016
2.	Provide Internet service to families to access educational resources 24/7	1. Contract with AT&T ISP to provide service for pilot	10/01/2014	10/10/2014
		2. Equip device with MiFi provide "hotspot" of service	10/13/2014	10/17/2014
		3. Provide training on Internet service/appropriate use	10/27/2014	11/07/2014
		4. Utilize AT&T support for residential service	11/07/2014	07/31/2016
		5. Tech Department oversee ISP contract and use	11/07/2014	07/31/2016
3.	Integrate tech resources with training & curriculum development	1. Teachers target Math/Writing/Tech Apps TEKS/SE	10/01/2014	10/10/2014
		2. Identify Math and Writing electronic resources	10/01/2014	10/17/2014
		3. Identify 1:1 student response/assessment tools	10/20/2014	10/24/2014
		4. Integrate resources into training & curriculum docs.	10/20/2014	5/27/2016
		5. Publish webpage links to curriculum & resources	10/20/2014	5/27/2016
4.	Ensure students are technology literate regardless of economic status	1. Teachers target Tech App. TEKS/Stu Expectations	10/01/2014	10/10/2014
		2. Identify technology integration best practices	10/01/2014	10/17/2014
		3. Implement lunch mtgs- educators share 1:1 ideas	10/20/2014	5/27/2016
		4. Provide professional development training/coaching	10/20/2014	5/27/2016
		5. Provide links on webpage for family participation	1/120/2015	5/27/2016
5.	Create procedures and policies to support lending program implementation	1. Review CISD Parent/Guardian Tablet Policy	10/01/2014	10/10/2014
		2. Add TLP Requirements to Policy Manual	10/01/2014	10/10/2014
		3. Verify student mastery Digital Citizenship TEKS	10/01/2014	10/17/2014
		4. Supt & Technology Planning Committee review	10/13/2014	10/17/2014
		5. School Board Approval	10/20/2014	10/31/2014

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program (TLP) Planning Team will use a cycle of formative evaluation that will repeat as teachers and students progress through program activities. The team will implement this professional learning cycle to monitor the effectiveness of project implementation and to make continuous improvement based on feedback.

➤ **Plan:** Teachers will use content area and Technology Applications TEKS to plan lessons based on district curriculum pacing guides, as well as, TLP critical success factors and milestones.

➤ **Act:** Teachers will work with the Technology Integration Specialist K-12 and the campus based Technology Integrators to identify and use electronic resources and best practices to meet learning objectives.

➤ **Assess:** Students will take content area assessments each six weeks. The campus principals will work with teachers to access data reports for each class and student and to analyze information.

➤ **Reflect:** The TLP Planning Committee will work with teachers to review the curriculum framework to determine the effectiveness of the project in improving student learning and achievement. The team will also review critical success factors to determine if milestones have been accomplished to determine effectiveness of project management. Based on the data and feedback, the team will look at trends and make curriculum changes. The changes will be reflected in the grade level curriculum framework when appropriate. Also, the team will use the information to make changes to project goals, objectives, timelines and activities. These will be reflected in the TLP plan.

The Principal will share data and information that has been collected during the monitoring process with the Campus Improvement Committee at quarterly meetings to allow the group to make timely interventions to campus processes and procedures. The Assistant Superintendent will share data and information with the District Improvement Team at annual meetings. The district team will use the information to establish goals for technology lending as part of the District Improvement Plan for each subsequent school year. The District Improvement Plan is published on the school website.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The success and sustainability of any plan begins with the goals. The TLP goals have been developed based on the District Improvement Plan (DIP) goals and objectives. The District Improvement Team utilized the Texas Long Range Plan for Technology (LRPT) that outlines the 21st Century learner's need to engage in real world learning supported by modern digital tools 24 hours a day and 7 days a week, and the CISD Technology Plan for 2013-2016 that outlines the district plan to achieve a 1:1 student to computer ratio through the implementation of a Bring Your Own Device (BYOD) initiative. In order to realize DIP goals, CISD has:

- purchased mobile carts for each campus;
- upgraded the district wireless network system; and
- increased network bandwidth.

In addition, a pilot study was carried out in 2013-14 at Magee Elementary to determine the feasibility and cost of a 1:1 program, as well as, to determine if the innovation has a positive effect on student achievement. A 4th grade math teacher was provided with iPad tablets for one math classroom and Kuno tablets for another math classroom. The teacher utilized online resources, electronic productivity tools, and response system capabilities during class to engage students in solving questions. The district found the Kuno tablet provided ease of access to applications, an Internet filter, and a central curriculum repository to share digital content. As a result, students in the classroom using the Kuno tablet developed critical thinking skills and problem solving abilities. The district used the district plan to set goals for the TLP and the effective practices of the pilot to develop the activities for the project. This will ensure the success of the grant program and maximize use of grant funds.

Students in K-12 classrooms today were born in the 'Information Age'. They learn, communicate, and create information using technology on a daily basis. Calallen ISD is committed to achieving a 1:1 computing environment in our schools to address learning needs of the current generation of students. Funding has been allocated to continue to purchase mobile labs and infrastructure during the next 3 years. Instructional and technical support has been identified and assigned to support the 1:1 initiative. We are committed to the TLP goals and will promote and sustain the project.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	STAAR/DMAC. Collect # and % of students pass ELA/Writing and Math.	1.	Number of Math & Writing students using 1:1 technology daily in grades 5-7
		2.	Ratio of technology devices to students struggling in Math & Writing
		3.	# and % TLP students proficient on ELA/Writing & Math STAAR
2.	Inventory Database Report. Collect # and % change in students with personal device	1.	Number of technology devices purchased through TLP
		2.	Ratio of technology devices to students grades 5-7
		3.	Number of targeted content areas with 1:1 technology access
3.	Eduphoria Reports. Review # and titles of curriculum, courses, and digital resources.	1.	# of restructured curriculum docs and accessible electronic resources
		2.	# and names of courses using digital content on participating campus(es)
		3.	# and titles of digital materials used within courses as part of the TLP
4.	Library Database Reports. Collect # and % of electronic resources checked out by grade	1.	# and % of students who checked out a device by grade level
		2.	# and % of teachers who checked out a mobile cart for classroom use
		3.	# and % of teachers who integrated Tech Ap TEKS and activities
5.	AT&T Contract. Determine # and % change in students with Internet access at home.	1.	# and % of economically disadvantaged students participating in the TLP
		2.	# and % of economically disadvantaged students with residential Internet
		3.	# and % of all students utilizing Internet access in homes

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Program-level data: Project implementation must be monitored to achieve program success. The Assistant Superintendent, serving as the Project Director, will monitor project activities throughout the project period to determine the extent to which the activities of the project were implemented as planned. The TLP Planning Committee will create a matrix that aligns goals and objectives to a timeline of critical success factors and milestones. Program level data will be collected for each critical success factor to determine progress toward milestones:

Critical Success Factor: 1:1 Student to Computer ratio established in the targeted content areas of Math and Writing.

The number of Math and Writing students in grades 5-7 with access to a personal computers, the ratio of students to devices, and the content areas with 1:1 access will be collected using technology equipment inventories and PEIMS student data. Critical Success Factor: Curriculum and instruction resources updated to support 1:1 computing environments.

The number of electronic resources, courses using digital content in a 1:1 setting, titles of digital textbooks, and curriculum pacing documents will be reviewed using electronic Eduphoria Forethought reports. Critical Success Factor: Technology integrated into curriculum and instruction campus-wide to create a student-centered learning environment. The number of students at the campus with a personal device, the number of teachers who checked out a mobile cart, and the number of teachers who integrated Technology Application TEKS and activities into lessons will be monitored using reports from the electronic database system and reviews of plans from Eduphoria.

Critical Success Factor: Access to educational resources provided for all learners 24 hours a day and 7 days a week. The number of students with anywhere/anytime access at school and home, and student use of educational resources will be monitored using TLP teacher reporting documents. Each teacher will have a roster of students with the type of device and residential Internet access listed. The teacher will monitor computer use based on technology based classroom and homework assignments completed.

Student-level academic data: Calallen ISD is committed to effectively implementing the TLP to improve academic achievement in Writing and Math, improve STAAR passing rates, and prepare students to pass high school and college credit courses. Student level academic data will be collected and monitored for each critical success factor to determine progress toward milestones:

Critical Success Factor: Improve student achievement in Writing and Math. The number of students with a personal computer, the number of students who did not pass STAAR Writing or Math with a personal computer, and the STAAR scores of students participating in the TLP will be collected using DMAC and Eduphoria Forethought reports.

The TLP will meet quarterly to determine the impact of the project on participants and student achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 1: Applicant must describe how it will use funds to implement or enhance a technology lending program to loan students the equipment necessary to access and use electronic instructional materials. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Calallen ISD Technology Lending Program (TLP) will provide new and useful tools to further the education of our students, supply residential Internet service to targeted learners ensuring all students have equitable access, promote information technology learning for staff and students to use technology purposefully, and support the use of existing technology to move toward a campus and district-wide 1:1 computer to student ratio. Grant and district funds will be used to implement the program.

- Purchase useful tools to further the education of our students: In 2012, district funds were utilized to purchase a set of Kuno tablets for students in a math classroom. TLP grant funds will be used to purchase the tablet bundle: \$377 for the device which includes shipping and the case, a \$100 per device fee to license and upload Explore 1:1 software to manage content, applications, and remotely perform device updates or repairs, \$15 for four years of Internet filter activation; and \$2 per student for access to the CLOUD where teachers, students, parents, and administrators can access digital content and resources. The total cost of a device bundle is \$494 per student. The total cost to the grant budget for the 176 student participants is \$86,944. District insurance purchased to protect all technology equipment will be used to insure the Kuno tablets using the remote management software at no cost to the grant. The Technology Department will provide maintenance and repair to devices at no charge to the grant program.
- Supply residential Internet service to targeted low income families ensuring student have equitable access to educational materials and resources: The district will pilot providing Internet residential service in homes of economically disadvantaged learners who do not have Internet access at this time. The 4th grade math teacher who conducted the original pilot will also pilot residential service. The teacher has Kunos in her classroom and has fully integrated 1:1 computer use into math lessons. The district will be able to monitor student computer use, attendance, and academic data from the first day of the TLP grant period until the end of each grant year to determine the effect of Internet service at home to student learning. TLP grant funds will be used to provide residential Internet service: \$289 per household will be paid each year to provide residential Internet access to the AT&T 4G LTE network. The plan includes a MiFi that will plug into the tablet to provide Internet access anywhere AT&T wireless phone service is available. The cost of residential Internet service for the 9 students in the class who have no residential Internet available over the two year grant period is \$5202. During the second year, all participants without Internet service participating in the project will be provided with an Internet service plan. The cost of residential service for the 27 students to receive Internet access for one year is \$7803. The total cost of Internet service is \$13,005.
- Promote information technology learning for staff and students to use technology purposefully: To provide support for teachers, parents, and students using personal technology devices, Calallen ISD employs two K-12 Technology Integration Specialists to coordinate technology use at campuses including conducting training. The district also provides a stipend to a teacher at each campus to provide day-to-day technology integration and troubleshooting support. In addition, the district contracts with Educational Service Center Region 2 to provide professional development throughout the year. The salary and stipends of technology support personnel and training for teachers will continue throughout the grant period at no cost to the grant program.
- Support the use of existing technology to move toward a campus and district-wide 1:1 computer to student ratio: The mobile carts of personal computers and class set of Kunos purchased previous to and during the grant period will be used to implement the 1:1 program at additional grade levels in targeted subject areas at no charge to the grant program.

The total cost of devices and Internet service to be charged to the Technology Lending Program budget is \$99,949. All expenditures will be processed through the Calallen ISD Business Office following district policy. The grant guidelines will be followed and expenditure reports will be submitted as required.

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

Statutory Requirement 2: If the applicant has already purchased, or is also purchasing, lending equipment through other funding sources such as the Instructional Materials Allotment, the applicant must describe how equipment from all funding sources will be used in a cohesive manner to support efforts to ensure students have dedicated access to a technology device. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Students use technologies such as cell phones, email, video games, tablets and laptops, and MP3 players every day. These digital natives grew up with technology. They do not watch television or read newspapers to gain information, they use technological devices. But when they enter classrooms, the method of getting information changes to teacher lead instruction, textbooks, and books. In Calallen ISD, our Technology Plan for 2013-16 focuses on providing personal computers with wireless Internet access to provide tools for student to access in a way that is meaningful to them. The district is spending funds from the Instructional Materials Allotment, Title I, State Compensatory Education, and general operating funds to pay for technology purchases and staff professional development.

- Recently updated network infrastructure - Calallen ISD is continuing with preparations to support Bring Your Own Device (BYOD). The wireless network system has been upgraded to support the additional wireless devices and we have also increased the network bandwidth.
- Purchase of mobile labs – Calallen ISD will add additional mobile labs to encourage teachers to engage students through online interactive learning and transition into BYOD.
- Employment of Technology Integration Specialists – Our district has employed two specialists to work with campuses in the purchase, implementation, and evaluation of classroom technology initiatives. These district liaisons use the Texas STaR Chart to plan and conduct professional development training

By the time students walk outside of the school building, they begin using technology to communicate, download music and videos, and to create pictures and ideas to share with others. Students get information and correspond instantly in the world. Our district wants to bring these capabilities into the classroom to enable student to find information, apply their own ideas and knowledge, and share products with others. These critical thinking abilities are the basis of success in schools, colleges, and careers of the 21st century. As technology use in education changes, the upgrade to the district's network and the need for training staff to explore day-to-day classroom technology use will be continuous. The Calallen ISD Technology Plan 2013-16 provides a three year plan that allows the district to better utilize funds that exist. We will maximize all available funds to meet our district goals for technology integration.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 1: Applicant must describe how the lending program aligns with existing mission and goals of the public school district or open-enrollment charter school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Lending Program (TLP) aligns with the mission of the district. The mission of the Calallen Independent School District is to prepare citizens to acquire knowledge, communicate effectively, make responsible decisions, and adapt to the challenges of an ever-changing society by utilizing a positive school climate, parent and community involvement, sound management practices, and a well-trained staff dedicated to a comprehensive curriculum and committed to measurable academic progress. The Kuno technology devices provided through the TLP will capitalize on the students' affinity for technology to engage learners in activities and lessons. Students will improve technological and content area skills as they investigate, create, and share information. These capabilities are the basis of success in our technological society. The goals of the district align with the lending program:

GOAL 1 - To hold high expectations for all Calallen Independent School District students that are demonstrated through a variety of achievement measures. The TLP will enable learners to use productivity tools to create documents, presentations, videos, media clips, and other products to provide authentic assessment of student knowledge and skills.

GOAL 2 - To provide a safe, positive learning environment. The TLP will implement a Parent/Guardian Tablet Agreement and utilize an Internet filter to require and monitor appropriate use of Internet resources.

GOAL 3 - To provide quality learning opportunities for all students. The TLP will enable students to access resources, information, and up-to-date instructional content based on their own interests and learning style to improve academic success.

GOAL 4 - To provide quality learning opportunities for all faculty. District Technology Integration Specialists will support teachers in integration of technology devices, adoption of digital resources, and implementation of best practices.

GOAL 5 - To maintain high standards through an evaluation of all programs and services that assures continuous improvement for Calallen Independent School District. The TLP will conduct a formative and summative evaluation.

GOAL 6 - To promote a strong partnership between parents, community members, and Calallen Independent School District schools that result in shared responsibility and commitment for a quality educational system. Technology devices and residential Internet service are designed to give stakeholders the ability to communicate with the school and to access the educational resources of our district.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 2: Applicant must describe how it will prioritize campuses with the highest need for a technology lending program. Applicant must also describe how it will ensure access to lending equipment and residential access to the Internet among students who have the greatest need. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Members of the District Improvement Team and Campus Improvement Teams, met with the TLP Planning Committee to prioritize campuses with the highest need for a lending program. Team members analyzed four components of campus level data to determine the campuses and grade levels to participate in the 1:1 initiative.

- ✓ Technology access and use - Equipment Inventory reports and the Calallen ISD Technology Plan 2013-2016 were reviewed to determine student access to personal computers at each campus in the district. It was found that Magee Elementary initiated a 1:1 computing initiative during the 2012-13 school year. Also, each CISD campus received a mobile lab to support classroom integration and student use of personal computers. Reports of computer check-out indicate the students in grades 3-8 check out a computer almost 10 times more often than students in 9-12. The team determined the campuses serving 4th through 8th grade, Magee Elementary and Calallen Middle School would be priorities for the TLP project.
- ✓ Teacher Technology Skills: Teachers at all CISD campuses: East Elementary, Wood River Elementary, Magee Elementary, Calallen Middle School, and Calallen High School scored at the Developing Tech or higher level of Progress in Teaching and Learning and in Educator Preparation and Development in their Texas Campus School Technology and Readiness (STaR) Chart report for the 2012-2013 school year. Teachers at each campus have identified technology-based instructional resources for all core subjects.

After analyzing technology access and teacher technology expertise, the team determined all Calallen schools have equitable lending equipment and teacher technology skills. However, students in elementary and middle school are most likely to check out a personal computer for home use. The team then examined academic achievement and financial hardship data.

- ✓ Academic achievement – The District Improvement Committee comprehensive needs analysis determined the grade levels and subject areas most in need of school improvement. A review of this report indicates the content area of Math and Writing in grade level 7 have the lowest percentage of students meeting standards of any grade level. Vertical teams in both subjects recommended targeting the grade levels 4-6, as well as, 7th grade to ensure students develop prerequisite skills to master high level 7th grade content.
- ✓ Financial hardship – Calallen ISD serves 42.6% economically disadvantaged learners. The highest percentages of these learners attend grade levels PK through 8. The planning team accessed Texas Academic Performance Reports to examine academic achievement of economically disadvantaged learners. The team found economically disadvantaged learners have the lowest percentage rates for passing state assessments. In addition, grade 7 Math and Writing scores were significantly lower for economically disadvantaged learners than the general student population.

After analyzing academic achievement, the team decided to implement the program in grades 4-7. In addition the subject areas of Math and Writing were selected due to academic concerns in grade 7. To build foundational skills in these subject areas, seven classrooms in grade levels 4-7 will receive a set of Kuno tablets. The committee then focused on meeting the learning needs of economically disadvantaged students. A large number of these learner have no Internet service at home. Because economically disadvantaged learners are enrolled in classrooms across the grade levels, the team developed a ranking profile to identify students in each class to receive Internet service. The resulting ranking system is based on family needs including:

- ✓ Technology access – The number of households with computers and Internet access was determined based on the results of a home survey. Families reporting no Internet access at home will be assigned 1 point.
- ✓ Financial hardship – Families qualifying as economically disadvantaged based on eligibility for Free or Reduced Lunch will be assigned 1 point.
- ✓ Learning needs – Students who do not meet standards on Math or Writing STAAR will be assigned 1 point.

Based on the point system, a ranked list of students will be created by the Technology Integration Specialists. The list will be used by the Director of Technology to determine students eligible to receive residential access. The system for ranking eligibility will ensure the students most in need have access to educational resources at home using Internet service to reach the CISD network.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 3: Applicant must describe how the lending program aligns with current curriculum, instruction, and classroom management policies and/or practices on its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The proposed lending program aligns with current curriculum, instruction, and classroom management policies at Magee Elementary and Calallen Middle School.

Curriculum and Instruction: Digital textbooks for the subject area of math will be adopted in 2014. Using the Kuno tablet, teachers and students will have access to the textbook's interactive lessons, virtual demonstrations, and online assignments. They will have the ability to access information and research topics at school and at home; use productivity tools to create documents, graphic representations, and presentations; and share ideas using communication tools. The teacher who conducted the pilot in 2013 stated, "Students were engaged and inspired to think. The class became a daily problem solving discussion. We found solutions together and each child developed critical thinking skills and self-esteem in the process." Teachers will not only have added curriculum and instruction tools, but will have options for assessing learning. They will be able to use student response applications (apps) on the Kuno, as well as, administering online content based assessments or evaluating student products. Students and parents will be able to access test preparation programs, online tutorials, and applications created to review and practice concepts and skills. Each campus offers tutorials for struggling learners. The use of digital textbooks accessed through the personal devices will empower students attending these courses to focus on content and skills presented during the class period and to use additional online resources at home to complete assignments and homework. Using virtual learning examples and online teacher help, the families will have the resources to successfully complete assignments. Digital textbook curriculum and instruction will be integrated into the CISD Eduphoria Forethought curriculum system. This online scope and sequence outlines curriculum for the year and enables teachers to view a scope and sequence for each six weeks. Planning will be simplified for teachers who use the digital textbook. They will have access to online lesson plan templates, instruction, assessment, and professional development resources.

Instruction using Electronic Instructional Materials: Students, parents, and teachers will instantly access content and resources available to them through the Kuno tablet and software:

- ✓ *CurriculumLoft Cloud™* - is a web-based content management platform, where teachers, students, parents, and administrators can access digital content and resources from the personal device;
- ✓ *CurriculumLoft Explore1:1™* - allows the teachers to push content, applications, videos and web links to student tablets so they can complete assignments offline. It can assure CIPA Act of 2000 compliance when students use their tablets away from campus;
- ✓ *CurriculumLoft Automate™* - automates the assessment process for teachers, saving them time that can be spent on instruction. Assessments can be delivered to students via the Kuno device and they can turn-in work electronically for automatic grading.
- ✓ *KUNO Connect* - Teachers have the ability to monitor and view student KUNO tablets from their desktop computer or any classroom screen. The student or CLOUD screen can also be displayed for the entire class.

Vertical teams will meet in the fall of 2014 to identify technology based programs and online resources that address targeted Student Expectations (SEs) in Math and Writing to push to the CLOUD. Use of technology based instructional materials will not only improve mastery of content area TEKS, but using technology to develop concepts, apply skills, create their own products, and share ideas will also improve student Technology Application Skills. Personal tablets will enable students to use and practice these skills on their own device anywhere at any time.

Classroom Management Policies: In Calallen ISD, we hold high expectations for all district students. As learning extends beyond the school wall, the policies and expectations of the district will be extended. The TLP will empower students to take responsibility for their own learning, but it is our responsibility to provide a safe and positive environment for them to learn. The Calallen ISD Tablet Policy will outline the procedures and policies of district lending programs. The policy manual will be aligned with district policy and approved by the Board of Trustees. Principals and teachers will include the Calallen ISD Tablet Policy in discussions of classroom and school expectations during the first week of school. Students eligible for the lending program will attend a mandatory TLP Orientation meeting with their families in the fall of each year. Each family will receive a copy of the Calallen ISD Tablet Policy at the meeting. The policy manual will include Acceptable Use policies for hardware and the Internet. Each Kuno will have a content filter which will automatically run at any time the tablet is in use – even when the tablet is not on to the district network.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 4: Applicant must describe how it is using electronic instructional materials in one or more foundation curriculum subject area(s) for one or more grade level(s). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calallen ISD achieved a "Recognized District" rating from the Texas Education Agency Accountability Rating System for the past four years. A well-planned instructional program gives students from all cultural, economic and educational backgrounds opportunities to achieve their full potential. The Technology Lending Program will support and enhance our goals for students and the district. 2013 Texas Academic Performance Report data indicates the foundational subject content areas of Math and Writing are the areas with the lowest percentages of learners meeting state standards. The planning team has recommended that the grade levels of 4-7 will be the focus of the project:

- **Math** - In looking at Math data, the team found that the 7th grade STAAR test is composed of concepts and questions based on 4th, 5th and 6th grade TEKS. Math and technology skills are important in a technological society. The team recommended focusing on math to develop both skill areas. Students will use electronic programs and online resources to explore math concepts and apply skills. Unit tests and benchmark exams will be administered using the Kunos. Teachers will have access to data in real-time to identify struggling students, analyze student needs, and prescribe technology based instructional programs designed to provide differentiated instruction. At home using the Internet service provided through the program, students will have access to textbook content and applications such as Think it Through Math that uses online tutors to explain and support learning.
- **Writing** - Writing data indicates achievement gaps between economically disadvantaged learners and the general school population at each grade level. Because the Writing assessment will be incorporated into the English Language Arts (ELA) assessment in 2015, the district has determined that ELA teachers will address mastery of Writing TEKS. The Kuno will provide student and teacher access to productivity tools such as word processors, text predictors, and text editors. During interactive lessons, learners will be encouraged to use productivity tools such as Microsoft Office to create documents and essays, presentations, charts and illustrations. In addition, learners will be able to research topics and use electronic concept maps to improve writing skills and scores. Students will also be able to access online communication tools to send messages and collaborate with other learners. ELA teachers in Calallen ISD will provide writing prompts evaluation rubrics for other core content area teachers to incorporate Writing activities across the curriculum. The skills developed during ELA, will be used in each class using their personal computer.
- **Social Studies and Science** - Because the students have dedicated use of the device, they will be able to use the Kuno in each core content class during the day. Kunos will be used to enhance classroom instruction and to providing extended learning time and resources in each subject.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 5: Applicant must describe professional development for teachers in the use of electronic instructional material that has already occurred or will occur within the first three months of the grant period (i.e., October 1, 2014-December 31, 2014) to be prepared for the grant implementation. Note: Any professional development that is provided within the grant period must be provided with non-grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Technology Integration Specialists and the Technology Integrators work with the instructional staff to integrate technology into the curriculum and promote a student-learning environment that assists and encourages technological skills. The CISD Technology Plan focuses efforts over the next three years on training staff to explore the opportunities in utilizing technology in the day to day learning that was not previously available and to add Technology TEKS into the curriculum. Topics of staff development planned to meet district and grant program goals include:

- Bring Your Own Technology – How to Facilitate Anytime/Anywhere Learning;
- 21 Century skills and learning – Ready for School, College and Career Success;
- Electronic Grades, Attendance, Forms and Communication – Collaborating with Parents and Stake holders in our Rising Generation's Development;
- Technology Application TEKS – A Teacher's View of Integration Into Curriculum and Instruction; and
- Digital Citizenship Technology Application TEKS – The Key to Appropriate Technology Use.

Calallen ISD recognizes the importance of staff development and integration of technology into the classroom and will continue to explore various ways to deliver professional development. The district will also encourage teachers to take online training offered through Project Share, the online professional development site of the Texas Education Agency. Professional development training will be presented at no cost to the Technology Lending Program grant.

TEA Program Requirement 6: Applicant must describe how infrastructure is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Calallen ISD classrooms have a teacher computer, digital projector, and multiple student computers. Most computers are running Windows 7 with some student computers running Windows XP. Mobile labs have been purchased for campuses to encourage teachers to engage students through online interactive learning and transition into Bring Your Own Device (BYOD).

The network for Calallen ISD is relatively new. All servers run Windows 2008r2. Most of the older servers have either been replace or updated with memory to maximize functioning levels. Calallen ISD has recently updated the network infrastructure in preparation to support the Technology Lending Program and Bring Your Own Device initiative. The wireless network system has also been upgraded to support the additional wireless devices and the network bandwidth has been increased. As technology use in education changes, the upgrade to the district's network will be continuous. The Calallen ISD Technology Plan 2013-16 provides a three year plan that allows the district to better utilize funds that exist to support improvements in the infrastructure. We will maximize all available funds to continue to expand the number of devices in the hands of students and to guarantee the infrastructure is adequate to support student use of devices.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 7: Applicant must describe a plan for providing Internet access to the homes of students as needed. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Through the Technology Lending Program, 176 Kuno tablets will be purchased to provide personal computing capabilities to learners at anytime and anywhere. Each device will be ordered with wireless capability. Calallen ISD uses AT&T phone services and will contract with this vendor as an Internet Service Provider (ISP) for residential Internet service. The district will purchase a plan that includes Internet access to the wireless 4G LTE network using a mobile MiFi. The MiFi plugged into the USB port of the Kuno tablet will enable the student to connect the tablet to the Internet from any location that can access the AT&T phone network. The Internet service will be established by the district and the contract will be linked to the personal device, not to residence of the student. The service will be eligible for cancellation at any time without penalty due to the State of Texas Mobility agreement. This will be important in cases of misuse of Internet resources by the student or family as outlined in the CISD Tablet Policy. In year 1 of the TLP grant project, seven students in one 4th grade Math classroom who do not have Internet service at home will receive residential service. This classroom will serve as the CISD pilot for providing residential service. In year 2 of the grant project, twenty-nine students who do not have Internet access at home, will receive residential service. Student data (attendance and achievement) will be monitored to determine the effectiveness of Internet access at home on student participation in school and academic achievement.

TEA Program Requirement 8: Applicant must describe how technical support is adequate to support students' anticipated use of devices provided through the grant at its participating campus(es). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Technical support will be provided to ensure all participants can use devices successfully. The Assistant Superintendent will introduce the project to the district in October. The Technology Integration Specialists will provide training to introduce the project to the participating teachers and students during October. In addition, a mandatory TLP meeting will be held for families in November. In the meetings, the district level trainers will introduce the personal technologies and explain the use of the device, present an overview of productivity and educational applications and model accessing the programs, and explain residential Internet access and the equipment used to access service. The CISD Tablet Policy will be presented during the training and guardians and students will sign tablet agreements. **Productivity Programs & Educational Applications:** Students, parents, teachers, and support personnel will work together to provide technical support. Technology is ever changing and it takes a team learning together to move forward as a campus and district. The Technology Integration Specialist will support teachers and students in using the educational resources and applications, productivity tools, assessment, and data management programs by holding meetings and trainings during the school year. Additional support will be provided on a daily basis by the campus-based Technology Integrators. These campus educators will troubleshoot problems and provide technology integration best practices for colleagues. Students will also serve as technical support for teachers and their families. All participants will act as peer mentors in the project. In addition, the Assistant Superintendent will schedule training from ESC Region 2 based on feedback from the TLP Planning Committee to ensure teachers can effectively teach and present lessons and students can successfully access and use applications. **Personal Devices:** The CISD Director of Technology and a team of technicians will provide technical support for the district. The technicians will install client, network, filters, and remote maintenance applications on the device. When a problem arises, they will be able to remotely diagnose, troubleshoot, and repair common issues using the device management software. When remote support is not feasible, the team will provide onsite support. Parts will be replaced using the Kuno 3 Year Warranty when appropriate. Computers will be replaced based on the fee structure adopted in the CISD Tablet Policy. Experience gained through the first year of lending computers to students will enable our technicians to support participant devices efficiently. In addition to district level support, AT&T, the Internet Service Provider will support Internet connectivity. The support will be provided through phone call, blog, web based video, and email.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 9: Applicant must describe how the grant will be administered on participating campus(es), including a description of how the check-out and check-in process will operate, who will be in charge of the check-out process, especially in cases of competing need, and the process that will be used to maintain the technology lending equipment in proper working condition. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Kunos will be checked out to students in Math and ELA/Writing classrooms at Magee Elementary and Calallen Middle School.

Check-out Process: Kunos will be purchased in October and loaned in November of 2014. Calallen ISD will retain ownership of TLP computers. Each student and family will be required to attend a mandatory TLP orientation meeting to review the Calallen ISD Tablet Policy which includes the Acceptable Use policy for personal computers and the Internet. Guardians and the student will sign the Parent/Guardian Tablet Agreement and Student Tablet Agreement. The Director of Technology will oversee the orientation meetings at each campus. The campus librarian with the support of the Technology Integration Specialists K-12 will be in charge of the check-out process including bar coding each computer and uploading information such as the student's ISD identification number, computer serial number, and condition of the computer at time of check-out into the Follett Destiny electronic circulation system. The Director of Technology will add notes about repair, damage, loss, and replacement into the database system as the tasks are required during the time that the computer is checked out.

Priorities for Check-out Based on Competing Need: 176 students in targeted Math and Writing classrooms will receive a personal computer. 7 students in the original pilot classroom, a 4th grade Math classroom in Magee Elementary, will receive residential Internet service based on ranked need in year 1. In the second year of the grant, 29 students in the TLP classrooms will receive residential Internet service based on ranked need. The Director of Technology will contract with the Internet Service Provider and oversee the residential Internet service. The TLP will create the ranking system and a prioritized list of students. The Technology Director will link Internet service to the device checked out by students on the prioritized list.

Maintaining the Equipment in Proper Working Order: Students will be responsible for the care of the computer they borrow from Calallen ISD. To prevent system damage, it will be required that the Kuno is kept in the case provided through the grant program. Students will pay a technology tablet insurance fee of \$35. Repair will be covered by this fee or the 3 Year Kuno Warranty. Students will be charged the fair market value of the table (approximately \$377) if:

- The tablet is deliberately damaged or vandalized.
- The tablet is lost or stolen. In this case, the tablet must be reported to the district by the next school day after the occurrence. In case of theft, vandalism, and other criminal acts, a police report must be filed by the student or parent within 24 hours of the occurrence. Incidents occurring off campus must be reported to the police by the parent and a copy of the report be provided to the school. Upon completion of the investigation the district may assess a replacement fee for the tablet.

Students will comply at all times with the Calallen ISD Tablet Policy and Acceptable Use Policy which includes the use of the personal computer and the Internet. Any failure to comply may terminate the student's rights of possession immediately and the district will have the right to repossess the tablet. The district will reimage the computer if:

- Inappropriate media including screensavers, music, games or programs are used on the tablet. This may also result in disciplinary actions.
- The student deletes any system folders or files. Deletion of certain files may result in computer failure and may interfere with the student's ability to complete class work and affect grades.

There will be a \$30 reimaging charge based on the reason for the update. Reimaging the tablet will result in the loss of ALL personal data.

Check-in Process: The student will check-in the Kuno on the last day of the school year unless earlier terminated by the district. Upon check-in, the librarian will upload information such as the date of check-in and condition of the device. All procedures will be outlined in the Calallen ISD Tablet Policy. Students and guardians will acknowledge agreement to abide by the process by signing the appropriate tablet agreement – the Parent/Guardian Tablet Agreement or the Student Tablet Agreement.

Schedule #17—Responses to TEA Program Requirements (cont.)**For TEA Use Only**

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County-district number or vendor ID: 178903

Amendment # (for amendments only):

TEA Program Requirement 10: Applicant must describe how it will account for the technology lending equipment according to local policy, including providing insurance if appropriate. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

According to Calallen local school board policy Instructional materials selected for use in the public schools shall be furnished without cost to the students attending those schools. This includes all instructional materials purchased with Instructional Materials Allotment. All instructional materials including electronic or online instructional material to the extent of any applicable licensing agreement, purchased in accordance with Education Code Chapter 31 for the District are the property of the District. *Education Code 31.001, .102(a)-(b); 19 TAC 66.1315(a), (c)* The Board may delegate to an employee the power to requisition, distribute, and manage the inventory of instructional materials, consistent with Education Code Chapter 31. *Education Code 31.104(a)*

The Kuno tablets will remain the property of the district. The device has a three year manufacturer warranty and will be protected from loss by property and casualty insurance. Students will be required to pay for repairs damaged equipment and will be required to pay fair market value if the device is lost or stolen as outlined in the Calallen ISD Tablet Policy.

TEA Program Requirement 11: Applicants must describe the development and implementation of a *Technology Lending Agreement* to be signed by parents or guardians of the students and by the student. The agreement must address responsible use and care of the equipment, responsible use of the district's digital resources, and responsible use of the Internet. The agreement may incorporate an existing *Responsible Use Policy* by reference. The Technology Lending Agreement must verify that students receiving Internet access at home have a demonstrated grade level mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

A Calallen ISD Tablet Policy was adopted in 2012 when the lending program was established in by the district. The TLP Planning Committee will work with the Education Service Center Region 2 to review and revise the Calallen ISD Tablet Policy and the incorporated Calallen ISD Parent/Guardian Tablet Agreement and Student Tablet Agreement to meet the specific needs of the Technology Lending Program and district.

Sections of the parent/guardian document will include:

- parent name, address, email, and three phone numbers (home, cell, and work);
- statement that the personal computer belongs to the district and terms of the loan;
- statement of responsibility relating to loss or damage of the device;
- timelines for the lending agreement;
- reference to the Calallen Tablet Policy containing Acceptable Use Policy guidelines regarding use of the district's digital resources and responsible use of the Internet; and
- signature of the guardian.

Sections of the student document will include:

- student name, ISD identification number, and grade
- statement that the personal computer belongs to the district and terms of the loan;
- statement of responsibility relating to loss or damage of the device;
- timelines for the lending agreement;
- reference to the Calallen Tablet Policy containing Acceptable Use Policy guidelines regarding use of the district's digital resources and responsible use of the Internet; and
- verification of the student mastery of the Digital Citizenship strand of the Technology Applications Texas Essential Knowledge and Skills (TEKS); and
- signature of the student.

The agreement will be a legal document between the student, parent and school and will comply with all Calallen ISD School Board Policies and will be submitted for approval by the Calallen ISD Board of Trustees before the TLP personal computers will be distributed to learners.

For TEA Use Only

Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person: